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ABSTRACT

A group of 46 students from a remedial English workshop at Arkansas Agricultural, Mechanical and Normal College were subjects in a study to determine whether linguistically oriented teaching methods more effectively corrected writing errors of black dialect speakers than traditional teaching methods (using "The MacMillan Handbook"). An effort was also made to validate a procedure for measuring the influence of a divergent dialect upon written free expression. Divided evenly into an experimental and control group, the students were required before and after the semester to write from dictation 50 sentences which contained 98 opportunities to make dialectally derived errors and to write a three page essay on a selected topic. Non-dialect and dialect errors were tabulated and between-group differences computed. Results indicated a mean reduction of six errors by experimental group students in free writing. They made 8.69 fewer errors per student in the dictated sentences, while the control group reduced the average number by only one. An appendix with a complete listing of errors, test sentences, questionnaires, syllabi for each group, and writing samples is included. (HS)

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A STUDY OF THE EFFECTIVENESS OF LINGUISTICALLY ORIENTED TEACHING METHODS IN CORRECTING DIALECTALLY DERIVED ERRORS IN THE WRITING OF BLACK COLLEGE STUDENTS

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ABSTRACT

A STUDY OF THE EFFECTIVENESS OF LINGUISTICALLY ORIENTED TEACHING METHODS IN CORRECTING DIALECTALLY DERIVED ERRORS IN THE WRITING OF BLACK COLLEGE STUDENTS

This study was conducted during the Spring semester, 1972, at Arkansas Agricultural, Mechanical and Normal College, a predominantly Black college. Two classes were chosen from the regular enrollment of English 3200, a remedial English Workshop. The experimental class was taught by methods developed by the researcher and designed specifically to correct dialect errors in writing. The control class, also taught by the researcher, was taught by traditional methods using The MacMillan Handbook.

Both groups were evaluated at the beginning and end of the semester by the same two instruments, the Dictated Sentence Test, an instrument devised by the researcher, and a free expression essay. All errors in both sets of answers were tabulated and the experimental and control classes were compared. The experimental class showed an improvement in dialect errors over the control class of 160% in the essay, and 769% in the Dictated Sentence Test.

To validate the Dictated Sentence Test as a predictive and evaluative instrument for the measuring of dialectally derived errors, Pearson Product Moment Coefficients were calculated between the dialect errors in the sentences and the dialect errors per 100 words in the essays for 159 students. A correlation of 0.605 was obtained.

PREFACE

I realize that in these troubled times public mention of any ethnic or cultural difference from the norm can give rise to misunderstandings. I began the work embodied in this report with a clear knowledge of the sensitivity of the area of language study expecially as it affects minority groups. I believe, however, that if the reader can grant me the three basic premises under which I began my investigation that misunderstanding can be avoided. These premises follow:

1. All persons speak a dialect. I am using the word dialect in this study without any pejorative meaning--intending it to mean only the way people speak in any given area.
2. The spoken dialect can affect the writing of the speaker. The proof of this statement will be found in this report under conclusions.
3. It is desirable that all college students have a command of Standard Written English, be his spoken dialect whatever it will.

My students' speech is perfectly understandable and the dialect peculiarities which cause so much interference in their writing are not serious handicaps to their speech. An example may illustrate. Many of my students pronounce alone and along exactly the same. This dialectal variation is only faintly noticable in speech, but when the two words are confused in writing, ludicrous errors result.

I would like to add that in my three years of teaching at A. M. & N College, I have not had one student who was not tremendously interested in his own language and who was not concerned about his writing and desirous of improving his performance. I met with no resentment in discussions of features of Black dialect nor did any student fail to see a necessity for his written language to conform to standard written English.

Dr. Keith Cox and Dr. Thomas Thornburg of Ball State University both assisted me in the technical aspects of this project. They reviewed all my material, both written and on tape, and checked the raw data for accuracy. I am deeply indebted to both for their verification of the results of this study. (See Appendix A for their reports to me).

I wish, also, to thank Dr. Gary Chamberlin who assisted me in the preparation of the project proposal, and Dr. John Gilmore who programmed the data for the computer. I am expecially grateful to Prentiss Lewis Neal, a young graduate in English Education at A. M. & N and a fine writer, for permission to study the manuscript of his unfinished novel, The Organizer, for observation of the dialect of his fictional characters. Mr. Neal also furnished me with valuable information and insights into the various influences which have affected the dialect of the young Black student from Arkansas.

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CHAPTER I

INTRODUCTION

A pilot study conducted under the auspices of the Arkansas Educational Research Stimulation Project (funded by the Regional Project Research Program of the U.S. Office of Education) revealed that the Black students in Arkansas Agricultural, Mechanical, and Normal College, a predominantly Black institution, had a distinctive spoken dialect which had an adverse effect upon their writing. Ten specific categories of error were determined and probable reasons for the errors were discovered. (See Appendix B for a list of errors and probable reasons for each).

From the data gathered in the pilot project the investigator developed new diagnostic procedures, teaching methods, and evaluative procedures which showed promise in significantly reducing dialectally derived errors from the writing of Black college students.

As these new techniques required validation to determine if they were more effective than traditional methods, a project proposal was written and submitted to the office of Education in Dallas. A grant in the amount of $8,357.00 was awarded the researcher to pursue the proposed investigation. The contract for the grant was signed January 18, 1972.

The researcher teaches five sections of English Workshop 3200 at Arkansas Agricultural, Mechanical and Normal College at Pine Bluff, Arkansas, (Since July 1, 1972 the University of Arkansas at Pine Bluff. However, as the study was done before the name of the college was changed, this final report will use the name Arkansas Agricultural, Mechanical and Normal College, (A. M. & N College) throughout). The researcher selected two of these sections of English 3200 to serve as the experimental and control groups for the project.

Both the experimental and control groups were taught by the researcher. The experimental class was taught by linguistically oriented techniques which were designed specifically to correct dialect errors in writing. The control class was taught by traditional methods as outlined in MacMillan Handbook of English by Kiezer and Walker. At the beginning of the semester both groups of students were required to write from dictation fifty sentences which were composed by the researcher and which contained approximately 98 opportunities to make dialectally derived errors. (See

Appendix C for a copy of these sentences and Appendix H for three samples of original tests). At the next class meeting both groups were asked to write a three page essay on a topic selected by the researcher. These two data sources were marked with special marks for dialect errors and for non-dialect errors and the occurrence of each error was tabulated. At the end of the semester both groups were again required to write the same fifty sentences from dictation and to write another three page essay.

These final data sources were marked and each occurrence of dialect and non-dialect errors was tabulated. The differences in performance on both the first and last data sources was calculated for both the experimental and control classes, and the difference between the experiemntal and control class was computed.

One of the purposes of this study was the further validation of the fifty dictated sentences (Dictated Sentence Test) as a device which would predict dialect errors in free expression writing. Therefore, Pearson Product Moment Coefficient Correlations were calculated between the errors in the sentences and errors per 100 words in the essays of 159 subjects taken from the entire enrollment of English 3200 Spring semester and English 3200 Summer session.

Review of Literature and Related Research. A search of the literature on dialect and dialectology revealed no publication on any aspect of dialect as it pertained to writing. The Library of Congress, the Negro Bibliographic Society, and the Center for Applied Linguistics answered queries by saying that they had no information on dialect interference in writing. The investigator also contacted, by telephone and in person, several authorities in the field of linguistics. In each case, they know of no published research or unpublished monographs on dialect as it pertained to writing.

A great deal of material has, however, been published on dialectology in general and on spoken Negro dialect in particular. Studies such as those by Baratz, Stewart, and Shuy were concerned with the speech of young children. Although not directly concerned with the written language, they provided corroboration for the premise that the ten areas of writing errors under consideration for this study were of dialectal derivation.

The investigator conducted a study entitled, Dialect Interference in the Writing of Black College Students, under support from the Arkansas Education Research Stimulation Project. This study is on file with the Department of Higher Education, Little Rock, Arkansas.

As there are no publications on dialect interference in writing readily available to teachers, it is hoped that this study will delineate the areas of problem in the writing of Black college students and suggest some techniques and

methods which may be used effectively by those who teach students who speak a Black southern dialect. It is also possible that the techniques and methods outlined in this study may be modified for use by those who teach any student who is handicapped by any dialect that differs from the norm.

This study does not attempt to establish historical, phonological or morphological reasons for the dialect errors which occur in the writing of Black college students as such linguistic analysis is beyond the scope of this project.

In general, this study seeks to identify problem areas in the student's dialect and to advance methods which may serve to alleviate these problems.

CHAPTER II

POPULATION DESCRIPTION

Each of the 46 students concerned in this study filled out a questionnaire containing questions about the student's environment, and possible influence upon his language. (See Appendix D for a copy of this questionnaire).

All the demographic information concerning the 23 subjects in the experimental class and the 23 subjects in the control class was fed into a computer and the following information was retrieved.

CONTROL GROUP. This class consisted of 9 males and 14 females. One girl withdrew from college during the semester so her scores were not included in the final computations. As the final comparisons dealt with averages only, the withdrawal of this one student did not affect the final data. The average age of the control group was 21.83 years. Almost 70% listed themselves as single. The students were all juniors or seniors; only 20% had ever attended another college. About three of every four students (73.91%) were receiving some kind of financial assistance.

All of the students had lived in the same area all of their lives before coming to A. M. & N. Eighty-six percent still live with at least one parent when home from college. The subjects had a combined total of 160 siblings or 6.95 per family. Of the total number of siblings, 85 had graduated from high school and 31 from college. Eighty-four of the siblings were younger than the subjects. The average number of years of education received by the father was 8.81 years, and the mother, 10.76 years. (In this region it is still common to see Black males leave school for work at an earlier age than Black women).

About one-tenth, 8.6%, of the students attended an integrated elementary school, while almost half (43.47%) attended an integrated high school. Evidently almost all the students worked either during the school year or during the summer, since 86.95% indicated that they had worked at some time. Only 1.32% of the men interrupted their education in order to serve in the armed forces.

Students indicated that most (73.91%) read a newspaper at least occasionally. Even a larger number, 86.95%, have been exposed to television most of their lives. Each student reported reading an average of about 6.34 books each year in the recent past. About 60% (60.87%) had studied a foreign language either in high school or college.

EXPERIMENTAL GROUP. This group consisted of 9 males whose average age came to 21.80 years and 13 females whose age was 21.46. Ninety-one percent (91.30%) listed themselves as single.

Only 17.39% in this group were transfer students. The total percentage of students awarded some type of financial aid amounted to 65.21%.

All of the students said that they had lived in one area all their lives. Seventy-eight percent still live with at least one parent. This group had a total of 161 siblings, with the average number of siblings being 7.00. Of the total siblings 79 had graduated from high school and 25 from college. The fathers of this group attended school an average of 9.06 years while the mothers received about one year additional education (10.33 years).

Only a small number (4.34%) of the students in this population attended an integrated elementary school, while 17.39% went to an integrated high school. Those students who have some work experience came to 90.30% of the total. Of the men, 5.67% had had some military service.

Almost 92% of the experimental group indicated that they read a daily newspaper. Ninety-one percent have had television in their homes for several years. This group indicated that they read an average of 6.65% books a year. Almost 70% (69.57%) report that they have studied another language.

NOTES ON THE POPULATION. Several significant factors are apparent in a study of this population. Nearly all the students have had a very traditional, stable childhood. Every student had always lived in the area in which he was born. The greatest percentage have lived with at least one parent all their lives. The students listed themselves as having been in an average of seven states. This would indicate a fairly well traveled population. However, if one reflects that there are six states contiguous to Arkansas, one might assume that most of the traveling done by this population occurred after they entered college, and probably was done in connection with activities in the school.

Almost half of the students have lived on a farm all their lives. Although segregation was declared unconstitutional shortly after most of these students were born fewer than 10% listed themselves as having attended an integrated elementary school. A greater number, 43.47 percent, of the control class and 17.39 percent of the experimental class, attended an integrated secondary school.

Another factor of this population with far reaching implications for education is the number of children in the families of the students. The students of both the control and experimental groups had an average of 7 siblings, most of whom it may be assumed have the same difficulty with language as the present population. The 46 students in both groups had a combined total of 321 siblings, 174 of whom were younger. These figures plainly show that there are still a large number of young Black students who will likely come

to college bringing with them the same language difficulties which plagued their older brothers and sisters. Certainly some notice should be taken of these students and some provisions made for helping them with their language problems.

The typical student of English 3200, a remedial English class, is Black, 21 years of age, and single. He came from a large family and lived in a rural or semi-rural area. He attended segregated elementary and secondary schools. He has had access to television and radio all of his life, reads a daily newspaper and occasionally reads a book for pleasure. He has lived in the same area all of his life, and has lived with at least one parent. He has studied at least one foreign language.

The remarkable thing about these two ramdomly self-selected populations is their similarity. Statistics vary only slightly as to age, sex, and other demographic information. There are only two statistical items which vary significantly. More of the control class, for some reason, had attended integrated secondary schools than had the experimental group, and a greater percent of the control group were married.

CHAPTER III

PURPOSES, METHODS AND PROCEDURES

PURPOSES OF THE STUDY. The purposes of this study are twofold. They are (1) to determine if linguistically oriented teaching methods which have been specifically designed to correct the writing errors deriving from a spoken Negro dialect are more effective in significantly reducing such errors than traditional teaching methods and (2) to validate an evaluation procedure for measuring the extent of influence of a divergent dialect upon written free expression.

METHODS AND PROCEDURES. During the Spring semester, the investigator taught five sections of English 3200, a remedial English Workshop. Section I, meeting at 8:00, Section II meeting at 9:00, Section III meeting at 3:00 and Section IV meeting at 4:00. Section V is a six week night course.

Because of racial strife and tensions, the campus of A. M. & N College was very disorganized during the first three weeks of February. Many students were absent from class during this period as the student body went out on strikes and protest marches. Class attendance did not become stable until the fourth week in February. Because of this erratic attendance many students in English 3200 did not complete all the items necessary to be included in the populations of the control and experimental classes for this project. Therefore, the population for both the control and experimental classes was not as large as the original proposal for this project had indicated.

The enrollment in all five section of English 3200 was quite high, totaling 190 students. As this is an excessively large class load of remedial students, 44 students were allowed to test out of English 3200 on the basis of good performance on the Dictated Sentence Test and the Diagnostic Essay, leaving only those students who were considerably below standard.

As Section V is a six week night course, it was not considered as a possibility for this project. The researcher wrote each remaining student's name, sentence score, essay score and English Proficiency score on a note card. Averages for the first four sections were run on all items. These statistics formed the basis for the selection of the experimental and control classes for this project.

Section III, which meets at 3:00 o'clock each Tuesday and Thursday afternoon, was chosen as the experimental class. Section IV, which meets at 4:00 o'clock each Tuesday and Thursday afternoon, was chosen as the control class. These two sections were chosen for this project for the following reasons:

1. They were fairly equally divided as to sex.
2. Both classes met in the afternoon.

Section I was not chosen because it meets at 8:00 o'clock in the morning, and past experience indicates that students, and possible the teacher, are not as alert as might be at this hour.

Section II was not chosen because of the preponderance of women in this class and because the advantageous hour, 9:00 in the morning, might be an incalculable variable in the project.

After the control and experimental sections were chosen, an equal number of subjects were selected as respondents for this project. These respondents were selected on the basis of having completed the following required items:

1. Perfect attendance during the first two weeks of the semester.
2. Answering Dictated Sentence Test.
3. Writing Diagnostic Essay.
4. Filling out questionnaire.

In Section IV, the control class, there were only 14 girls and 9 boys who met the requirements as respondents. Therefore, 14 girls and 9 boys were selected from the experimental class as respondents. One student was transferred from Section IV to Section III before the teaching methods diverged.

The Dictated Sentence Test, an instrument devised by the researcher, and containing 98 opportunities to make dialectally derived errors was administered to the students at the third class meeting. The sentences were read aloud clearly and slowly twice and the students were required to write them down. The students were not allowed to speak during the Dictated Sentence Test; however, if because of some distraction, coughing or the like, a student did not hear the sentence on the first two reading, he was allowed to raise his hand and the particular sentence was repeated once more.

At the fourth class meeting the students were all asked to write a three-page essay entitled "The Good Life."

These two instruments were marked by the researcher, using a straight mark for dialect errors and a circle for non-dialect errors. These marks were tabulated, counted and averaged. These calculations were used on the primary data sources for this study.

The subjects in the experimental and control classes were not told that they were participating in a controlled experiment. Since students in the various sections do, however, discuss assignments and would undoubtedly have been aware that they were being taught by different methods, each section was read a prepared statement on the second class meeting date. (See Appendix E for the statement which was

read). This procedure tended to avoid the potential for a "Hawthorne Effect" bearing upon the experimental group results and prevented students from attending classes other than the ones in which they were enrolled. This procedure avoided dilution of either the control or experimental group by unenrolled students being in attendance.

EXPERIMENTAL CLASS. The experimental class was taught by the linguistically oriented techniques which had been designed specifically to correct dialect errors in writing (See Appendix F for the complete day-by-day syllabus for the Experimental class). Included was a series of five lectures on historical and linguistics reasons for dialectal writing errors. There was concentration throughout the course on understanding language changes, language simplifications, leveling of inflections, and phonological and morphological reasons for specific deviations from the norm. In spite of considerable disturbance and turmoil on the campus, class was held each scheduled session and the syllabus was rigidly adhered to with the following two exceptions. The grading symbols listed in the syllabus were not used, the researcher having decided that students might become confused if required to learn a totally unfamiliar set of grading symbols. It was also felt that the students might benefit more from seeing the proper correction of each error. Therefore, the researcher either supplied the missing inflections or crossed out the construction that was in error, and wrote the correct version above. The corrections were made with a red pen.

As noted in a proposed procedural change in the first project report, all four sections were asked to make a taped voice recording. The two sections not used in this study and the control section read a piece of writing composed by the researcher, (See Appendix G), and one of two selections of poetry. The experimental section read three pieces of material into the tape recorder. They first read the page of writing composed by the teacher, and referred to above. This piece of writing contains the following pairs of words which are often confused by the students in their writing.

Whether - weather	alone - along
send - sent	spend - spent
fell - feel	when - went
where - were	lost - lose

There are also in the piece of writing, several words which the students habitually write incorrectly. There are several opportunities to level inflections on verbs, and two opportunities (in the words question and suddenly) to pronounce the r which frequently intrudes into the written word. There are several opportunities to level inflections

on other parts of speech, and one opportunity (in the word children) to double the plural inflection.

The students of the experimental section also read a xeroxed copy of an uncorrected, unmarked paragraph which they had written in class. They then read a corrected version of the same paragraph.

These recordings were analyzed by the researcher and two consultants in Phonemics to determine probable causes of the dialectal peculiarities noted in the writing. (See Appendix A for evaluations by the two consultants).

Although originally intended only to give the researcher additional insight into the language problems of the students, these recordings proved to have value as a learning aid. The students of the experimental class made a valiant effort to supply the needed inflections in their recording of the corrected version of the paragraph, and it appeared that they were better able to understand the relationship between the spoken dialect and their writing.

CONTROL CLASS. The control class was taught by traditional methods as outlined by the MacMillan Handbook of English by Keizer and Walker. (See Appendix F for the syllabus for the control class). The lessons covered the following general headings; gammar and usage, mechanics, punctuation, spelling, words and phrases, effective sentences and paragraphing. The grading symbols in the back of the book were not used extensively because they proved confusing to the students, and it was, after all, incumbent upon the researcher to teach the students to the best of her ability, although using methods which had not appeared to be effective in the past.

The final examinations for the control and experimental classes were not administered on the College assigned date as the researcher wished to duplicate the conditions of the primary data gathering situations. It was necessary to give the Dictated Sentence Test and the three page essay on different days so the students might have the same amount of time as they did in the original situation. The Dictated Sentence Test was administered on the next-to-last regular class meeting.

On the last regular class meeting the students again wrote a three page essay on their choice of the following topics:

1. Three things you would like to see before you die.
2. A description of an event which caused you to have emotions of pity or compassion.
3. A subject of your own choosing.

All errors in these final data sources were marked as dialect errors or non-dialect errors. These errors were counted and tabulated, and the difference between the number of errors on the primary and final data sources was calculated for both the experimental and control group to discover the improvement in each group. The following formula was then applied to discover the percentage of improvement of the experimental group over the control group.

Let r = percentage of improvement.
x = number of fewer errors of experimental group.
y = number of fewer errors of control group.

$$r = \frac{X - Y}{Y} \times 100$$

To validate the Dictated Sentence Test as a predictive and evaluative instrument the total errors, dialect errors, and non-dialect errors on the primary data sources were counted for a total of 159 students. These variables were tabulated and programmed into a computer. Pearson Product Moment Correlation Coefficient were calculated for several sets of variables.

CHAPTER IV

RESULTS

All errors in both sets of the primary and final data sources (Dictated Sentences Test and Essays) for both the Experimental and Control groups were counted and tabulated as either dialect or non-dialect errors. For the essays the total number of words were counted and averaged. The errors, both dialect and non-dialect, per 100 words were calculated and the average number of dialect and non-dialect errors per 100 words per student was calculated. For the Dictated Sentence Test the total number of dialect and non-dialect errors was counted and tabulated. The average number of dialect and non-dialect errors per student was calculated.

The number of errors in the final data sources were subtracted from the number of errors in the primary data sources, giving the improvement in each category in fewer errors per student. Then the percentage of improvement of the Experimental group over the Control group was calculated.

The Experimental group showed the following improvement over the control group in fewer errors in the sentences.

SENTENCES:	Fewer total errors	10.16
	Fewer dialect errors	7.69
	Fewer non-dialect errors	2.28

(The descrepancy between totals and the sum of the parts is the result of rounding of all figures to the nearest 100th).

Percentage of improvement of Experimental over Control group in the sentences:

Total errors	428%
Dialect errors	769%
Non-dialect errors	166%

In the essays the Experimental group showed the following improvement over the Control group in fewer errors per 100 words per students:

Fewer total errors	.50
Fewer dialect errors	.48
Fewer non-dialect errors	.02

Percentage of improvement of the Experimental group over the Control group in the essays:

Total errors	29%
Dialect errors	160%
Non-dialect errors	1%

The tabulation of raw data, totals and averages are shown in the charts on the following pages.

EXPERIMENTAL GROUP, TWENTY-THREE SUBJECTS

ERRORS IN FIRST AND SECOND ESSAYS
(Errors are calculated per 100 words in essays)

	First Essay			Second Essay		
SUBJECT	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	11.18	6.91	4.27	5.38	2.05	3.33
2	5.22	1.74	3.48	1.90	.63	1.27
3	11.11	9.78	1.33	9.51	9.24	.27
4	6.09	2.03	4.06	5.49	2.75	2.75
5	5.24	1.10	4.14	3.06	2.45	.61
6	6.25	3.33	2.92	4.29	2.64	1.65
7	4.07	2.37	1.69	2.89	1.84	1.05
8	2.43	1.35	1.08	.46	.00	.46
9	8.00	5.00	3.00	7.32	3.94	3.38
10	3.15	1.13	2.03	.61	.46	.15
11	8.74	5.24	3.50	7.50	5.00	2.50
12	1.62	1.08	.54	2.75	1.92	.82
13	6.55	1.35	5.19	3.07	1.89	1.18
14	5.49	4.31	1.18	5.75	3.16	2.59
15	4.99	3.17	1.82	3.02	1.34	1.68
16	4.58	2.29	2.29	.82	.55	.27
17	7.05	2.14	4.91	3.50	1.85	1.65
18	5.84	.00	5.84	2.26	.38	1.89
19	11.00	8.74	2.27	6.69	5.47	1.22
20	.99	.66	.33	1.69	1.41	.28
21	4.41	2.65	1.76	.98	.24	.74
22	1.74	.29	1.45	2.44	.73	1.71
23	11.59	5.31	6.28	5.36	4.08	1.28
TOTALS	137.33	71.97	65.36	86.74	54.02	32.73
Aver. per/Sub	5.97	3.13	2.84	3.77	2.35	1.42
Improvement (Fewer errors)	2.20	.78	1.42			

EXPERIMENTAL GROUP, TWENTY-THREE SUBJECTS

ERRORS IN FIRST AND SECOND SENTENCES

	First Sentences			Second Sentences		
SUBJECT	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	38	28	10	25	17	8
2	15	9	6	17	12	5
3	57	53	4	2	2	0
4	19	12	7	20	12	8
5	19	12	7	11	9	2
6	37	27	10	31	16	15
7	21	18	3	8	8	0
8	14	9	5	0	0	0
9	43	36	7	35	29	6
10	2	1	1	0	0	0
11	29	20	9	19	17	2
12	35	19	16	22	14	8
13	46	22	24	0	0	0
14	24	17	7	20	17	3
15	10	6	4	5	0	5
16	17	11	6	8	6	2
17	30	15	15	24	13	11
18	6	3	3	2	1	1
19	68	57	11	52	45	7
20	45	36	9	31	26	5
21	19	10	9	6	5	1
22	11	9	2	5	4	1
23	55	48	7	29	25	4
TOTALS	660	478	182	372	278	94
Aver. per/Sub.	28.70	20.78	7.91	16.17	12.09	4.26
Improvement (Fewer errors)	12.53	8.69	3.65			

CONTROL GROUP, TWENTY-TWO SUBJECTS

ERRORS IN FIRST AND SECOND SENTENCES

	First Sentences			Second Sentences		
SUBJECT	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	38	29	9	28	21	7
2	12	5	7	7	3	4
3	32	20	12	28	20	8
4	49	28	21	43	20	23
5	12	8	4	7	5	2
6	22	18	4	17	11	6
7	40	28	12	34	23	11
8	13	7	6	11	6	5
9	16	9	7	12	4	8
10	40	32	8	34	33	1
11	30	23	7	21	10	11
12	13	9	4	10	9	1
13	51	39	12	35	28	7
14	21	10	11	15	10	5
15	10	5	5	15	12	3
16	12	9	3	6	4	2
17	13	5	8	51	36	15
18	13	12	1	15	13	2
19	8	5	3	27	21	6
20	11	3	8	6	5	1
21	19	11	8	9	6	3
22	23	17	6	15	10	5
TOTALS	498	332	166	446	310	136
Aver. per/Sub.	22.64	15.09	7.55	20.27	14.09	6.18
Improvement (Fewer errors)	2.37	1.00	1.37			

CONTROL GROUP, TWENTY-TWO SUBJECTS

ERRORS IN FIRST AND SECOND ESSAYS
(Errors are calculated per 100 words in essay)

	First Essay			Second Essay		
SUBJECT	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	9.94	4.22	5.72	7.08	4.31	2.77
2	4.02	1.15	2.87	2.68	.73	1.95
3	8.98	4.08	4.90	4.40	3.30	1.10
4	11.11	5.68	5.43	10.33	4.55	5.79
5	1.52	.76	.76	1.29	.97	.32
6	4.15	2.53	1.61	4.65	3.20	1.45
7	5.73	2.87	2.87	6.27	4.44	1.83
8	5.45	2.88	2.56	6.25	3.47	2.77
9	6.77	2.26	4.51	5.31	1.85	3.46
10	4.23	1.54	2.69	1.48	.49	.99
11	11.00	5.00	6.00	6.64	5.31	1.33
12	7.55	6.83	.72	10.80	6.10	4.69
13	12.32	5.80	6.52	5.38	3.08	2.31
14	3.94	.56	3.38	3.92	1.47	2.45
15	12.44	6.60	5.84	5.26	3.88	1.39
16	5.75	3.01	2.74	3.96	.88	3.08
17	14.36	7.43	6.93	12.50	8.65	3.85
18	5.53	1.26	4.27	4.25	2.28	1.96
19	11.14	5.14	6.00	9.03	5.04	3.99
20	5.07	2.40	2.67	3.26	1.90	1.36
21	6.43	2.92	3.51	4.13	2.75	1.38
22	3.38	1.93	1.45	4.60	1.53	3.07
TOTALS	160.81	76.85	83.95	123.47	70.18	53.29
Aver. per/Sub.	7.31	3.49	3.82	5.61	3.19	2.42
Improvement (Fewer errors)	1.70	.30	1.40			

One of the purposes of Research Project 2F040 was to further evaluate the diagnostic and predictive functions of the Dictated Sentence Test, an instrument designed and administered by the researcher. The scores of 159 students were programmed into a computer and several correlations were computed. The result of these calculations is shown below. Only the primary data sources were used for these calculations for the larger group.

Pearson Product Moment correlation coefficients were calculated between errors per 100 words in the Diagnostic Essay and errors in the Dictated Sentence Test for the following groups of subjects:

1. Experimental group first and second set
2. Control group first and second set
3. A group of 159 students from the total enrollment of English 3200, spring semester, 1972 and a group of students from the three sections of the summer session. This group includes both the control and experimental group.

Correlations were calculated for the following pairs of variables:

1. Total errors per 100 words in the essays vs Total errors in the dictated sentences.
2. Dialect errors per 100 words in the essays vs Dialect errors in the dictated sentences.
3. Non-dialect errors per 100 words in the essays vs Non-dialect errors in the sentences.

I. Experimental group, first set (primary data)

1. Total sentence errors vs total errors per 100 words in essays .628
2. Dialect errors in sentence vs dialect errors per 100 words in essay .776
3. Non-dialect errors in the essays vs non-dialect errors in the sentences .249

II. Experimental group, second set (final data)

1. Total sentence errors vs total errors per 100 words in essay 0.458
2. Dialect errors in sentences vs dialect errors per 100 words in essay 0.408
3. Non-dialect errors in the sentences vs non-dialect errors per 100 words in essays 0.390

III. Control group first set (primary data)

1. Total sentence errors vs total errors per 100 words in essay .332
2. Dialect errors in sentences vs dialect errors per 100 words in essays .374
3. Non-dialect errors in the essays vs non-dialect errors in the sentences .285

IV. Control group, second set (final data)

1. Total sentence errors vs total errors per 100 words in essays 0.839
2. Dialect errors in sentences vs dialect errors per 100 words in essay 0.799
3. Non-dialect errors in sentences vs non-dialect errors per 100 words in essays 0.517

V. Subjects from total enrollment of English 3200, spring and summer 159 (primary data only)

1. Total sentence errors vs total errors per 100 words in essay .521
2. Dialect errors in sentences vs dialect errors per 100 words in essay .605
3. Non-dialect errors in the essays vs non-dialect errors in the sentences .352

The correlations were found to be significant. The degree of significance has been determined by the chart--which follows--on page 19 of Henry E. Garrett's Testing for Teachers.

r's from .00 to ± .20	very low; negligible
r's from ± .20 to ± .40	low; present but slight
r's from ± .40 to ± .70	substantial or marked
r's from ± .70 to ± 1.00	high to very high

As was expected the highest degree of correlation was found between dialect errors in the two instruments. The correlations of .776 for the experimental group and the somewhat lower correlations of .605 for the large group show that the Dictated Sentence Test is functioning as a sound measure of dialect errors in writing. Small samples, of course, never show as valid results as large samples, so two of the correlations shown above, while somewhat odd, are not surprising. The scores of the primary data on the experimental group show a high degree of correlation, while the final scores of this group show a much lesser degree of correlation.

Exactly the reverse is true of the control group. The primary data of this group showed the smallest degree of correlation of all the samples, while the final data showed a very high degree of correlation. The population of these samples are too small for these correlations to have much significance, but are nonetheless intriguing. Dr. Thornburg noticed the anomaly in these correlations, and in his letter of August 22, 1972, recommended that these figures be checked. (See Appendix A). The figures were calculated again with the same results as before.

The lower correlation between total errors and the very slight correlation between non-dialect errors may be understood by considering the nature of the Dictated Sentence Test. Punctuation of sentences is not a factor in this test as the sentences are short and the students are required to write them as a list. In the free-expression writing, the punctuation of sentences was a decided factor with such things as capitalization, comma splices, and sentences fragments being marked. Even with the differing non-dialect factors in the two instruments the correlations are sufficiently high that one may accord some value to the Dictated Sentence Test as a measure of general literacy.

A previous correlation between the scores of 96 subjects resulted in a coefficient of .628 for total errors and .873 for dialect errors.

CHAPTER V

CONCLUSIONS

The results of this study were disappointing in one aspect. It had been hoped that the experimental group would show a greater improvement in their free expression writing than they did. The researcher also hoped that the control group would show more improvement inasmuch as the researcher conscientiously strove to teach as best as might be, even though using methods which have proven ineffective in the past.

The experimental class did succeed in reducing their total errors by 2.20 errors per 100 words. This means a reduction of approximately six errors in the average essay, which is a decided improvement. The fact that the students started out with an average of approximately 20 errors in a three page essay and ended with an average of 14 errors in the same amount of writing is of course appalling. Even the fewer number of errors would not earn them a passing grade in most colleges.

It would seem that one two-credit semester course is not adequate for teaching a good control over standard written English to students who are severely handicapped by a distinctive dialect. However, it does appear that in the given time of one semester the students can make a greater improvement if the language course has been tailored to their specific needs.

The improvement in errors in the dictated sentences probably is more indicative of the actual improvement which took place in the students' language. The experimental class succeeded in reducing dialect errors in the writing of these sentences on the average of 8.69 fewer errors per student, while the control class succeeded in reducing the average number of errors by one (1) only.

The difference between reduction of errors in the sentences and the essay may be explained in several ways. The student is aware that the sentences are a test of some sort, and he is more alert and watchful. The material is given to him and he is not required to think of what to write, leaving his mind free to notice problems with individual words. In the sentences he meets problems with words which have been discussed all semester (although certainly not in connection with the sentences) and is able to make the correct choice of constructions. In the essays, he has an enormous selection of words and phrases from which to choose and makes dialect errors in words which had never been under discussion. For example the student who wrote, "It make me fill can of sad," was making three dialect errors, one of which -- the substitution of <u>can</u> for <u>kind</u> -- the

researcher had never encountered.

In order to standardize any test, thousands of test scores must be evaluated, so it would be premature to make any statement concerning the validity of the Dictated Sentence Test. However, the correlations between variables on the Dictated Sentence Test for 257 students have been quite high. Therefore, one might assume that further correlations would also be high and would eventually prove the Dictated Sentence Test to be a sound measure of dialectally derived errors in free expression writing. If so, the Dictated Sentence would be a valuable test indeed, as it requires approximately 25 minutes to give and is quickly scored. With few exceptions those who have made few or no errors in the Dictated Sentence Test have done very well on the essay and again with few exceptions, those making a great many errors on the Dictated Sentence Test also make a great many errors on the essay. The middle range of scores are more variable, a student doing fairly well on one instrument and rather poorly on the other.

During the semester the student has learned the constructions that are liable to cause him trouble, so he tends to avoid those constructions in his writing. He cannot avoid them in the dictated sentences so the improvement shown there is quite significant.

APPENDIX A

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BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

COLLEGE OF SCIENCES AND HUMANITIES
Department of English

April 17, 1972.

Professor LaVerne Hanners
Department of English
Arkansas A. M. & N.
Pine Bluff, Arkansas

Dear Mrs. Hanners:

Regarding our recent meetings over the Easter holiday and our consultations having to do with your work in dialectally derived errors in your students' writing, it definitely seems to me now, after consulting again with Professor Cox, that your theory has considerable merit. Professor Cox and I have reviewed the materials you left with us, and, for my part, I believe that the following procedure(s) might best aid you in your research. (I understand, incidentally, that Professor Cox is presently preparing a phonetic/phonemic transcription of the reading which all of your students recorded for you.)

From the material I have investigated, there seems very little doubt that your students tend to level inflections in their speech, and that that leveling is manifested in their writing. In fact, from an examination of the recorded readings, the material from which they were reading, and a phonetic transcription of (1) the readings and the original manuscripts and (2) the subsequent readings from corrected manuscripts, it is quite apparent that their errors in composition are dialectally derived; and that such errors are repaired when the students are made aware of phonetic, phonemic, and graphemic differences. Evidence for this exists in those readings which are recorded subsequent to corrected manuscripts: you will note that an awareness of graphemic error, when such errors are corrected, produces phonetic and phonemic corrections. One assumes from the evidence thus far that an awareness of the correlation among phonetic-phonemic-graphemic errors as they may be paradigmed ought to produce corrections in every case. As I say, from the evidence I see, your theory of dialectally derived errors is sound, and such errors in composition may be corrected.

As I told you at our last meeting, it seems to me that your best procedure is to construct a series of pattern-practice drills for your students. These drills should afford the students opportunities to correct as many of the dialectally derived errors as is possible

from the items you have isolated. Again, as I told you in one of our conferences, I agree with you that one of the major errors involves the students' leveling of inflections. And one of the most frequent errors seems to be a confusion of aspects of the verb (carry, carry, carry for carry, carries, carried)--items of this nature. But, again, I note that once these errors are corrected graphemically on materials from which they are reading, the students definitely see phonetic/phonemic distinctions. The recordings prove this beyond doubt.

As you know, the method of pattern-practice drill is that employed widely in teaching English as a foreign language. As you may not know, this method has been adopted from time to time by public school teachers in culturally deprived urban schools. So far as I know, very few if any studies are available in this area (dialectally derived errors in writing by Negro urban students). I do know, however, that pattern-practice drill very like that you should construct is used in schools where dialectally derived errors appear.

I assume that Professor Cox will be writing you in regard to his transcriptions. Please do not hesitate to write or call me in the future if you feel that I may be of further assistance to you as a consultant.

I wish you well in your work, and I am eager to see the results of your research.

Yours,

Thomas R. Thornburg

Thomas R. Thornburg

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BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

COLLEGE OF SCIENCES & HUMANITIES
Department of English

August 22, 1972.

Professor LaVerne Hanners
Arkansas A. M. & N.
Pine Bluff, Arkansas

Dear Mrs. Hanners:

I have reviewed entirely the data which you sent me--all of the corpus of material, both tapes, your arithmetical analysis of your findings, the statistical analysis, the computer feed-outs, etc. having to do with your study of Dialectal Interference in the Writing of Black College Students. Therefore, the following:

1. I agree absolutely with your hypothesis (hypothoses) that dialectal interference does manifest itself in these students' writing. The tapes, the consistency of errors, the essays which provide the count for lexical items in which dialectal errors occur, the exercises in dictation--all demonstrate the reality of dialectal interference, an interference which culminates in gross errors in your students' writing.

2. Further, from reviewing the findings for your control vs. your experimental group, I agree that you have succeeded admirably in correcting the errors occasioned by dialectal interference in the work (the writing) done by your experimental group. I would suggest, however, that you check carefully with your computer programmer regarding your coefficient correlation vis-à-vis some of the items on the final feed-out. But there is no doubt in my mind that you have demonstrated that dialectal interference can in this case be corrected to some extent. Congratulations.

3. As I told you at our last consultation, I am fairly certain that your students' consistent difficulty with the schwa, the schwar, the barred i, the intrusive r, the inversion of velar plosives and some fricatives and affricatives, and their confusion with alveolar plosives--all and more of which difficulties manifest themselves in errors in writing--I say, the difficulty has its basis in the dialect your students are speaking. Further, it seems apparent to me that you are correct in your identifying these dialectal

problems as peculiarly and uniquely Black dialectal difficulties. It is true that one encounters dialectal differences (which manifest themselves in writing) in various regions, but they are not to my knowledge the same at all, or even similar to those you have been analyzing.

4. As for your original plan for your study, I believe that your findings indicate beyond doubt that your linguistically oriented method for teaching these students is superior to any traditional method with which I am acquainted. Further, it seems to me that your evaluation procedure is definitely valid, but valid only to the extent of your study--it seems to me that you need to make a more extensive study in order to bring your work to fruition.

5. I suggest that, if you are able and permitted to further your work in this important area of language study, you should broaden your population as much as you can. You should obtain a greater corpus of material with which to work. You should obtain a careful and exacting phonetic transcription of all your taped material. You should avail yourself of a phonetic analysis (a phonological analysis) of your material having to do particularly with consonant and vowel clusters, and environmental influence in the dialect with which you are working. Given all of this (and probably more as the corpus grows) you should be able to isolate lexical items of consistent and considerable difficulty for your students, and you should be able to predict in almost every instance where and why dialectal interference causes serious errors in writing.

6. I agree with you that your study should be confined to and concerned with the analysis and correction of dialectal interference in your students' writing --not their spoken dialect--so that they might more closely approach an acceptable standard of writing in American English.

7. I have on the basis of your successful experiment decided to obtain further consultation with Dr. Michael Stewart, Assistant Professor in Linguistics (Transformational Theory) here at Ball, and with Dr. Betty Robinett, Professor in Linguistics and Chairman for English for Foreign Students, University of Minnesota. Mrs. Robinett, you may recall, was my professor in phonology some years ago. I should like these people to be aware of your important work.

Again, I congratulate you on the successful completion of this part of your study. I am glad and proud to have been a part of it, and I wish you every success in your work as it advances.

Yours sincerely,

Thomas R. Thornburg

Thomas R. Thornburg

English Department
Ball State University
Muncie, Indiana
July 10, 1972

Mrs. LaVerne Hanners
Box 4053
Arkansas A, M, and N College
Pine Bluff, Arkansas

Dear Mrs. Hanners:

I am enclosing a partial statement regarding some of the phonemic data you recorded. I am still listening to tapes, particularly for intonation patterns as they affect other aspects of speech patterns, particularly phrasing. I will have more to say about that when I see you. I am also continuing to analyze the printed data I have. Some of the comments I have made are rather brief and need to be expanded to fully clarify the explanations. I keep turning up some interesting things that will prove to be meaningful in the final analysis, I hope.

I hope this gets to you before you leave Pine Bluff. In any case, I'll see you next week. By the way, I'm enclosing a Xerox copy of the check stub. Thanks. I keep trying to see Tom Thornburg, but he's always out, or talking to someone.

Most sincerely,

Keith Cox.

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FURTHER ANALYSIS OF ERRORS IN WRITING OF BLACK COLLEGE STUDENTS

V. Treating similar phonemes as allophones

/t/ /d/: starded represents a tendency to voice a stop between vowels or partial vowels such as r .
forbitten would seem to represent the opposite tendency. However, it is quite likely that the student is using a glottal stop as an allophone of both /t/ and /d/ in the environment of a final -en.

/n/ /ŋ/: This is probably the equivalent of -in' for-ing
/o/ /ɔ/: Lowering the vowel in alone would make it equivalent to the vowel in along. With the two nasals likewise the same, the two words would become homophones.

/t/ /s/: This alternation is characteristic of other dialects as well.

/t/ /ts/: In the case of important/importance, the release of the /n/ before the final /s/ would produce a medial /t/. This would then create a situation similar to the loss of /s/ in the third person singular and in the plural.

X. Problems with /r/. These tend to fall into several different categories.

A. Post-vocalic /r/

purnished
celerbrate
sturdy
furture (probably)
jurdge
querstion (probably)

In most of these cases the /r/ is added to a schwa sound. What probably occurs is that the schwa becomes a schwar, since they are both central. However, it might well be that this is just a spelling problem; if guard is pronounced as god, then the student may have learned to insert the -r- spelling in cases of this kind.

lordge
mordern
squard

squard is a good example of the statement just made. On the other hand, this might be the type of problem which occurs with words like wash in some Indiana dialects, where /a/ becomes /ɔ/, which in turn becomes /ɔr/.

B. Pre-vocalic /r/

proverty
Janruary

In both of these words there is a post-vocalic -r- later in the word. This looks like a spelling problem rather than a speech problem. The writer is aware of -r- in the word, but he isn't sure how many there are or where they come. It is also possible that the writer sees a word as a group of letters rather than a sequence of letters and includes too may -r's in his sequence.

C. Other problems

firgth might be an isolated accident. Again it may be be related to seeing a group of confusing letters rather than a sequence.
finderly. If find is homophonous with fine, then the rest of the problem is like that in celerbrate.

D. Intrusive r

during for doing seems to be an example of the true intrusive -r-, with the -r- inserted to separate two adjacent vowels.

XI. Extra Items

send	sent	/sen/	/sen/	Apparently in these words the final /n/ or
spend	spent	/spen/	/spen/	/l/ is unreleased, thus failing to produce
build	built	/bil/	/bil/	the true final /d/ or /t/.
fell	felt	/fel/	/fel/	

alone along — This has been considered earlier.

fell fill feel full — The tape-recorded readings seem to indicate a tendency to centralize and diphthongize the vowels in these words. This would tend to make them sound similar, particularly because of the /y/ glide at the end.

lost lose loose

sang song sung — These need to be analyzed more fully before making and definitive statement about the vowel quality.

APPENDIX B

LIST OF ERRORS AND PROBABLE REASONS FOR EACH

The researcher had previously identified ten constructions as writing errors which were likely to occur in the writing of the students in English 3200. These ten constructions had been noted as occurring in the writing of two classes of freshman students and in the writing of 13 sections of English 3200. A list of the ten constructions and data gathered on each individual construction with examples of each error follows:

I. The Ø inflection of the past tense and past participle.

I was ashame to ask.
He ask me to dance.
A good job can be obtain.

There appear to be three reasons for the omissions of the $[D_1]$ and $[D_2]$ morphemes.

1) In certain phonological environments the $[D_1]$ and $[D_2]$ morphemes are silent. The /d/ is a dental sound and if the word ending in /d/ is followed by another dental sound, only one of the dental sounds is pronounced. The students do not hear the ending; therefore, they omit it.

2) If the word following the word ending in a dental sound begins with a vowel, the dental sound does not attach to its stem but is captured by the word following. This may be observed in the following example. "A gold line is form in the navy blue at the edge." Unless one makes a conscious effort, the words formed in are pronounced /fɔrmd In/ with the plus juncture falling between /m/ and /d/, rather than /fɔrmd In/, where the juncture would coincide with the morphemic boundry. The student does not hear the word formed with a /d/ ending. At the same time he knows very well that the preposition following is not spelled din. He solves the problem by omitting the letter entirely.

3) The omission of the $[D_1]$ and $[D_2]$ morphemes at the end of a word at the end of the sentence is explainable by the fact that in this particular dialect the final dental sound on any word is not released. The students, lacking visual training from extensive reading, and being further conditioned by other omissions of the final d simply do not hear nor write this final sound.

II. The omission of the $[s_2]$ inflection on the third person, singular, present tense, indicative verb. The omission of this verb ending is a demonstration of the tendency of the

language toward economy

III. The use of have for every form of the verb to have.

He have a new car.

The words has and had as auxillaries do not exist in the natural language of the subjects of this study, and are used only infrequently with the meaning of owning or possesing. In papers of one or two pages in length from seventy-seven students, the word has did not occur at all. The word had was used in only 12 papers. There was a total of 16 uses of this word in the 12 pages; all usages were the predicating verb. These sixteen uses of the word had is a response to education as the word is not common in the spoken language of the subjects. The subjects do not use the perfect tenses to any extent in their speech or writing, substituting the simple present tense where the present perfect would conventionally be used. The past progressive tense is generally used to substitute for the past perfect, as in the following example:

If I was going to Jackson State, I would probably be somewhere hurt.

IV. The Ø copula. This construction may also be explained by the tendency of thelanguage toward economy. The student omits many forms of to be in his speech and quite often in his writing.

Mary, this serious. Why you laugh.
That about it.

V. The Ø inflection on plural and genitive nouns.

One of the girl was sick.
Mulroy mother loves him.

These constructions also demonstrate the tendency of the language toward economy.

VI. Confusion of sets of phonemes: /d/ /t/, /n/ /ŋ/, /w/ /hw/

Suttonly the door slam.
He starded the car.
The storm was wind alone with rain.
I hate to stay along at night.
The wheather was bad.
I didn't know weather to laugh are cry.

The confusion of these phonemes can be explained by the fact that the principle phonemic difference in these sets of phonemes is in voicing. The /d/ and /t/ phonemes are formed exactly in the same way, except that the /d/ is voiced. Voicing of consonants does not appear to be phonemic in this dialect; therefore, the student is reduced to guessing at the needed construction, as he cannot distinguish between them by the way they sound.

VII. The double plural and double genitive.

The mens are working.
His feets was in a pool of blood.
They had three childrens.
That pencil is mines.

The double plural is formed in anology with other [s_1] plural endings. The double genitive construction of mines is formed in analogy to the constructions theirs, ours and hers.

VIII. The embedded question.

I asked him where was he.
Let's see is he home.

There are several possible explanations for this construction. In the first example students may be influenced by the direct quotation and the inverted word order of the question. In the second example the students may have hit upon the embedded question as a means of expressing a conditional situation. The word if almost never occurs in the middle of the sentence, and seldom occurs at the beginning of a sentence. In 77 pages of writing the word if occurred only 37 times in only 27 of the papers. The inversion of the word order eliminates the need of if in many of the sentences. Why the word if is so infrequently used has not yet been determined.

IX. The use of be as a predicating verb.

Insects be in all the food.
Those people that bees in the Bible.

This construction is very frequent in the speech of the students but probably because of determined teaching appears only infrequently in writing. The causes of the use in speech are probably two-fold. It may be a retention of an archaic form of the verb to be, or the retention of a subjunctive usage that has fallen out of favor in the standard dialect.

X. The intrusive r.

The jurdge sentence him to death.
He was under the influrence of whiskey.
He ask me a querstion.

The intrusive r is the most difficult of all the variant constructions to explain. The vowel which precedes the r in each of the examples is what is termed an r colored vowel, but the students have strengthened the sound of the r in these constructions until it has become the same sound that is heard in bird and hurt. Experts consulted agree that the students have been overly influenced by the r coloring of the vowel, and are transcribing it as an r. None of the experts could suggest any other plausible reason for this construction.

APPENDIX C

TEST SENTENCES

The following sentences each have one or more opportunities for a dialectally derived error. A code number is written above each class of error. The code follows:

1) Ø inflection of the past tense and past participle.
2) Ø inflection of the third person singular indicative verb.
3) The use of <u>have</u> for the third person singular verb <u>has</u>.
(I am treating this verb separately from those in category 2 because it is the most wide spread single mistake the students make, and the most difficult to correct.)
4) The Ø copula.
5) Confusion of phonemes.
6) The embedded question.
7) Ø inflection on plural and genitive nouns.
8) Forms of be as an indicative present.
(This particular error, although frequent in speech and in free written expression, does not lend itself to dictated sentences.) There are no opportunities to make the error in the following sentences.
9) Double plural on nouns and pronouns.
10) The intrusive <u>r</u>.

5
1) He built a new house.

9 5
2) One of the men went to jail.

4 5
3) Mulroy is a fine man.

2
4) He sees his mother every day.

10 1
5) I was disgusted with myself.

9 5
6) The children were alone in the house.

10 5 1
7) Suddenly the door slammed.

5
8) I couldn't go along with that.

5 5
9) I nearly lost my mind.

7 2
10) Mulroy's mother loves him.

1
11) I was ashamed of myself.

9 5
12) His teeth were loose.

13) Mulroy kicked him in the mouth.
14) He knows where the body is.
15) He hated to lose his teeth.
16) That is the last time I'll tell you.
17) Several of my friends are crazy.
18) It makes no difference to me.
19) The judge sentenced him to death.
20) He always studies his lesson.
21) She has no influence on me.
22) Do you mind if I do mine first?
23) I can't find my fine silver.
24) I asked him where he was going.
25) He has too many friends.
26) I don't think he sees well.
27) Come go along with me.
28) The year has passed quickly.
29) Never send a boy to do a man's job.
30) He passed the course this past semester.
31) Mulroy has had too much to drink.
32) The baby cries every night.
33) The time is past for talking.
34) Mulroy owns a shotgun.
35) The car has a bent fender.
36) I wondered where you were.
37) Jane's mother has no sons.
38) Susan hates to study.

39) She cries every time she hears that song.

40) I feel bad today.

41) Some of the boys went to town.

42) Did you pass both tests?

43) The weather is bad.

44) The book is mine.

45) John's feet are always cold.

46) I went along with the girls.

47) The branches of the trees were bare.

48) She goes steady with two boys.

49) Mulroy stole the sheriff's car.

50) I didn't know whether to laugh or cry.

There are the following 98 opportunities for dialectal errors in the above sentences.

1) 12

2) 13

3) 6

4) 6

5) 34 (This is by far the most numerous category because I am lumping all the phomene confusions into one heading.)

6) 3

7) 13

8) None

9) 5

10) 7

APPENDIX D

QUESTIONNAIRE FOR ENGLISH WORKSHOP

1. Name_____ Sex: F___ M___
2. Campus Address_____ Phone No._____
3. Birthdate_____ Age_____
4. Classification_____ English Proficiency Score_____
5. Major_____ Teaching_____ Non-Teaching_____
6. Marital Status: Single____ Married_____ Other_____
7. Place of birth: City_____ State_____
8. Home Address: Street_____ City_____ State_____
9. Area in which you have spent most of your life_____
10. Have you ever lived on a farm? Yes_____ No_____
11. How long did you live on the farm? _____
12. If you have attended a college other than A. M. & N give the name._____
13. How many brothers do you have?_____ Sisters?_____
14. How many of the children in your family are older than you?_____
15. How many of your brothers and sisters have graduated from high school?_____ College?_____
16. Are any attending college now? Yes_____ No_____
17. If any are attending college, where?_____
18. What year of school did your father complete?_____ Your mother_____
19. Are you a veteran? Yes_____ No_____
20. Are you receiving financial aid from any scholarship, grant, loan, or work study? _____
21. If the answer to the above question is yes, give source of financial aid. _____

22. Have you ever had a job other than at A. M. & N?
Yes_____ No_____

23. How many different jobs have you had?_____

24. If your fellow employees were both black and white, did they tend to separate themselves into two groups during lunch hours, rest periods, or breaks?
Yes_____ No_____

25. Was your elementary school integrated? Yes_____ No____

26. When did it integrate?_____

27. Was your high school integrated? Yes_____ No_____

28. When did it integrate? _____

29. In all your school attendance how many classes have you had white teachers? _____

30. How many books do you read simply for pleasure? _____

31. Do you read a newspaper regularly? Yes_____ No_____

32. Which one? _____

33. Does your family have a television set? Yes____ No___

34. How old were you when your family got its television set?_____.

35. Approximately how many states have you been in?_____

36. What is the largest city you have ever lived in?
_____

37. How long did you live there? _____

38. When a child did you live for as long as a year with anyone other than your parents? Yes_____ No_____

39. If so, give the relationship_____

40. What language other than English have you studied?
_____

APPENDIX E

STATEMENT TO CLASSES

This semester I am going to conduct the English Workshop in a somewhat different way than I have in the past. Before this semester I taught all five sections exactly the same lesson on the same day. This practice led to several unfavorable situations. Some students who missed one class felt they could attend a later class. I wouldn't have minded this so much except occasionally one class would have very few students in it, and another would be far too crowded.

At other times, students in earlier classes would take notes on the lesson or examination to pass on to their friends in the later classes. This is obviously unfair to those who do not happen to have friends in an earlier class. Besides that, it really isn't very honest.

Some students, though enrolled in one class, decided to attend another section entirely. This led to great confusion in recording grades and attendance. Because of these difficulties, each class during this semester will be taught different lessons on the same day. I realize that this makes considerable more work for me, but I really believe that it will be a better way to teach. I promise you that no class will have more work or longer assignments than another.

Now if any person in the class has an excellent reason for attending a section other than the one he is enrolled in, he will need to get a drop-add card immediately, transferring to another section because after this class period each student will be required to attend the class he is enrolled in.

You also may have heard from a few of the previous students in the workshop that it is possible to test out of the workshop with a grade. This was true last semester. Several students did test out with a grade. These were students who had not taken the English Proficiency Examination before enrolling. They eventually took the test and passed. Their English performance was good, so they were allowed to leave the class with a grade after having passed two examinations with few or no mistakes. This semester, of course, no one was allowed to enroll in English 3200 who had not taken and failed the English Proficiency Examination. Therefore, no tests will be given to enable students to pass out of the course, and attendance in your own section will be required.

(As noted in the introduction, forty-four students were allowed to test out of the classes, even though it had first been decided not to allow students to leave the class).

APPENDIX F

SYLLABUS FOR EXPERIMENTAL CLASS

First Meeting, February 1, 1972
Introduce teacher
Outline class procedure, attendance requirements and goals of class

Second Meeting, February 3, 1972
Fill out demographic questionnaires

Third Meeting, February 8, 1972
Read prepared statement to class, p. 23 of Project Proposal. Administer dictated sentence test pp. 19-21 Project Proposal

Fourth Meeting, February 10, 1972
Assign in-class essay, "The Good Life"
This essay will be graded by symbols devised by the researcher, with some conventional symbols. A list of the researcher's symbols follows:

s	verb inflection
D_1	verb inflection
S	noun plural
's s'	noun genitive
C.P.	confusion of phonemes
in.R.	intrusive r
D.I.	double inflection of nouns and pronouns (childrens, mines)

The students are not expected to understand these grading symbols on this first diagnostic essay.

Fifth Meeting, February 15, 1972
Return graded essays
Explain to students that the grading system will become clear to them later. Explain the mistakes in simple terms

Sixth Meeting, February 17, 1972
First lecture on language changes and present inflectional system of English. Noun inflections
Write on board the paradigm of the stone in Anglo-Saxon to acquaint the students with the following:

A. Language changes
B. The change is toward simplification
C. One major change in language is toward the leveling of inflections
D. Major trouble with students' language is their leveling of inflections which are still considered necessary

Singular

Nom.	sē	stān	the stone
Gen.	ðæs	stānes	the stone's
Dat.	ðæm	stāne	the stone
Acc.	ðone	stān	the stone

Plural

Nom. & Acc.	ðā	stānas	the stones
Gen.	ðāra	stāna	the stones'
Dat.	ðām	stānum	the stones

Seventh Meeting, February 22, 1972

Continue discussion of noun inflection
s es inflections on the plural noun. Explain difference between inflections and regular affixes
Explain when es is used to form plural
List on board exceptions to the regular noun plural.
Seven mutation nouns which form plurals with a replacive

teeth oo --- ee
geese oo --- ee
feet oo ---- ee
mice ou ---- i
lice ou ---- i
men a ---- e
women a ---- e

Three Old English nouns which form plural with n

children oxen brethren

Examples of several nouns with a Ø inflection for the plural.

sheep deer quail

Seventh Meeting con't.

Examples of several nouns which still retain the foreign plural
Discuss noun genitive inflection
List new vocabulary with definitions

mutation
affix
prefix
suffix
replacive
inflection
Ø inflection
open class
closed class
productive class
genitive

Eighth Meeting, February 24, 1972

Verb inflections
Write s es plural and 's s' genitive on the board to remind students of these inflections
Wirte er est ing inflections on board. Discuss briefly
Write ed past tense inflection and past participle on board
Explain principle parts of verbs
Explain weak and strong verb forms
Give students list of strong verb forms still left in the language. Discuss
Explain three sounds of ed inflection. /d/ /t/ and /ɔd/
walked /t/
stoned /d/
batted /ɔ d/
Give students complete conjugation of verb to be
Explain irregular conjugation of verb
Review six inflections which have already been discussed
Write s verb inflection on board
Explain retention of this inflection using example of Anglo-Saxon verb fremman

ic fremme

fremest

hē hit hēo fremeð

Third person singular acquired es ending from Midland dialect

Ninth Meeting, February 29, 1972

Administer test on material covered to date

Tenth Meeting, March 2, 1972
Return graded tests
Lecture on dialects covering the following points:

A. All people speak a dialect
B. These dialects affect the way they write
C. There is only one written dialect-standard written English
D. Reassure students about their own speech, but emphasize importance of correct writing
E. Discuss features of their own dialect and explain the influence of this dialect on their writing
F. Call attention to the following dialectal precularities

fell-feel-fill-felt
alone-along
lose-loose-loss-lost
passed-past-pass
mine-mind
fine-find
weather-whether
doing-during
where-were

Assign Exercise I. (All exercises have been composed by the teacher).

Eleventh Meeting, March 7, 1972
Return graded exercises
Discuss
Assign Exercise II

Twelfth Meeting, March 9, 1972
Assign essay, "Three Things I Like/Dislike About A. M. & N"
Essays to be graded with particular attention to inflectional system and phoneme confusions.

Thirteenth Meeting, March 14, 1972
Write a paragraph describing some natural catastrophe such as a tornado, flood or forest fire
These paragraphs will be marked by the teacher, and corrected and rewritten by the students. Each student will read his corrected paragraph into a tape recorder. Both the original uncorrected paragraph and the corrected paragraph will be compared to the voice recording to see how faithfully the student has followed his own speech patterns in his writing.

Fourteenth Meeting, March 16, 1972
Return graded paragraphs
Students will correct and rewrite

Fifteenth Meeting, March 21, 1972
Review all material covered to date
Assign Exercise IV -- Verb tenses and Proper inflection
This exercise will be done in class, discussed and corrected by the students

Sixteenth Meeting, March 23, 1972
Mid-term Examination
Examination will cover all material to date

Seventeenth Meeting, March 28, 1972
Return Mid-term Examination
Discuss
Outline work for second half of semester
Classes will be dismissed on March 30th, the final day before the Easter vacation. In lieu of class attendance on this day the students will be asked to go individually to the teacher's office sometime between March 21 and March 30, to read material into a tape recorder.

Eighteenth Meeting, April 11, 1972
Review work covered to date to refresh students' memories after Easter holiday.
Special attention to verb and noun inflections
Review ways to distinguish between there-their to-too and other homonyms.

Nineteenth Meeting, April 13, 1972
Assign three page essay to be written in class
"A Funny Thing Happened . . .

Twentieth Meeting, April 18, 1972
Return graded essays
Discuss all mistakes in class with special attention to correct inflections and sentence structur

Twenty-first Meeting, April 20, 1972
Lecture on spelling
This lecture will discuss doubling of consonants at the end of words, ways to distinguish between several different pairs of hymonyms, and an analysis of several words often misspelled in the student's writing.

Twenty-second Meeting, April 25, 1972
Give spelling test

Twenty-second Meeting, April 25, 1972 con't.
Have students trade and correct each other's papers
Have student write sentences using all misspelled words on his paper.

Twenty-third Meeting, April 27, 1972
Assign in-class essay
"Your Opinion of the Merger"

Twenty-fourth Meeting, May 2, 1972
Return graded essays. There will be a letter grade on these essays using grading standards in effect in at least two other colleges. (Ball State University and Highlands University)

0 - 1	gross errors	A
2 - 3	gross errors	B
4 - 5	gross errors	C
6 - 7	gross errors	D
Over 7	gross errors	F

Following is a list of mistakes to be considered as gross errors:

1. Leveled inflections
2. Comma splices, sentence fragments, run on sentences
3. Faulty paragraphing
4. Confusion of simple homonyms (there-their, too-to, and the like)
5. Two or three misspellings of common words
   These will be marked with the grading symbols outlined on page 1 of this syllabus

Twenty-fifth Meeting, May 4, 1972
Return graded essays
A list of all errors on these essays will have been completed and each error will be discussed in class
Discuss sentence structure

Twenty-sixth Meeting, May 19, 1972
Assign descriptive paragraph
"A Description of a Stolen Car"
This will be written, corrected and rewritten in class

Twenty-seventh Meeting, May 11, 1972
Lecture on quotation marks and paragraphing of dialogue
Assign written dialogue
A conversation between a policeman and a little old lady selling flowers

Twenty-eighth Meeting, May 16, 1972
Review material on inflections, sentence structure, paragraphing, and spelling

Twenty-ninth Meeting, May 18, 1972
Administer Dictated Sentence Test
This test is considered part of the final examination
May 22-26 Final Examination week
The second part of the final examination will be an essay, written in class during a two hour period on one of the following subjects:

1. A description of an event which caused you to have emotions of pity or compassion.
2. Three things you would like to see before you die.
3. A subject of your own choosing.

(Some symbols used in this syllabus have been simplified or otherwise modified for classroom use for this experimental group and do not necessarily conform to traditional symbols).

SYLLABUS FOR CONTROL CLASS

First Meeting, February 1, 1972
Introduce teacher
Outline class procedure, attendance requirements and goals of class
Distribute college owned textbooks. Macmillan Handbook of English

Second Meeting, February 3, 1972
Fill out demographic questionnaire

Third Meeting, February 8, 1972
Read prepared statement to class p. 23 of Project Proposal
Administer Dictated Sentence Test. Pages 19-21 Project Proposal

Fourth Meeting, February 10, 1972
Assign in-class essay "The Good Life."

Fifth Meeting, February 15, 1972
Return graded essays
Discuss grading symbols
Lecture on Levels of Usage. Pages 14-31 Handbook

Sixth Meeting, February 17, 1972
Lecture on sentence fragments, run together sentences and comma junctures pp. 217-228 Handbook

Seventh Meeting, February 22, 1972
Assign Exercise 1, p. 227 Handbook
(All exercixes will be mimeographed with space provided on the paper for completion of the exercises).

Eighth Meeting, February 24, 1972
Lecture on subject-verb agreement as outlined in Handbook, pages 229-236
Assign Exercises 1, 2, & 3. p. 236-237

Ninth Meeting, February 29, 1972
Lecture on pronouns, pp. 238-247, Handbook
Assign Exercises 2, p. 248

Tenth Meeting, March 2, 1972
Assign in-class essay, "Three Things I Like/Dislike About A. M. & N College." Grade with particular attention to sentence structure, subject-verb agreement, and correct pronoun stage

Eleventh Meeting, March 7, 1972
Return graded papers
Discuss and answer questions
Lecture on adjectives and adverbs, pp. 250-255, Handbook

Twelfth Meeting, March 9, 1972
Exercises 1, 2, & 3, pp. 256-257; Handbook

Thirteenth Meeting, March 14, 1972
Lecture on verbs covering pp. 257-265
Exercises 1, 2, & 3, pp. 266-267

Fourteenth Meeting, March 16, 1972
Lecture on revision of manuscripts pp. 268-272, Handbook
Assign paragraph, Description of Some Natural Disaster
Revise in class under direction of teacher

Fifteenth Meeting, March 21, 1972
Lecture on capitals, abbreviations and numbers, pp. 273-282, Handbook
Exercise 1, p. 277
Exercise 2, p. 281

Sixteenth Meeting, March 23, 1972
Mid-term Examination
will cover all exercises and lectures to date

Seventeenth Meeting, March 28, 1972
Return examinations - discuss
Classes will be dismissed on March 30th, the final day before the Easter vacation. In lieu of class attendance on this day the students will be asked to go individually to the teacher's office sometime between March 21 and March 30, to read material into a tape recorder.

Eighteenth Meeting, April 11, 1972
Lecture on punctuation - The period, question mark, exclamation point
Exercise 1, pp. 294-295

Nineteenth Meeting, April 13, 1972
Lecture on the comma, pp. 295-308
Exercise 2, p. 309

Twentieth Meeting, April 18, 1972
Lecture on the semi-colon, the appostrophe, and quotation marks, pp. 313-325
Exercise 2, p. 325

Twenty-first Meeting, April 20, 1972
Lecture on spelling, pp. 337-345
Assign spelling words

Twenty-second Meeting, April 25, 1972
Give spelling test
Lecture on similar forms of words

Twenty-third Meeting, April 27, 1972
Assign in-class essay. "Your Opinion of the Merger."

Twenty-fourth Meeting, May 2, 1972
Return graded essay
Discuss

Twenty-fifth Meeting, May 4, 1972
Lecture on "The Sentences, Grammatical Patterns", pp. 48-64
Exercises 1 and 2, pp. 63-64

Twenty-sixth Meeting, May 9, 1972
Lecture on "The Paragraph" pp. 82-109

Twenty-seventh Meeting, May 11, 1972
Assign three short paragraphs, to be written, paragraphs are to be graded with particular attention to placement and development of the topic sentence

Twenty-eighth Meeting, May 16, 1972
Return graded paragraphs
Discuss individual errors

Twenty-ninth Meeting, May 18, 1972
Administer Dictated Sentence Test. This test is considered a part of the final examination

May 22-26, 1972
Final Examination week. The second part of the final examination will be an essay, written in class during a two-hour period on one of the following subjects:

1. A description of an event which caused you to have emotions of pity or compassion
2. Three things you would like to see before you die
3. A subject of your own choosing

APPENDIX G

READING EXERCISE
Appendix IV

The weather was so bad that the children wondered whether or not to postpone their picnic.

Mary said, "We have waited so long and the weather man says that it will be warm this afternoon. Let's go."

Most of the children started off down the path that went along the river bank. Some rain fell but it did not feel very cold. James grumbled, "The sun always shines when we are in school, but it rains on Saturday."

The boys ran on ahead leaving the girls alone. The girls walked along talking to each other. Susan asked a question, "How much did we spend on the picnic?"

"We spent over five dollars," Jane said.

"Well, that's the last of the club's money," Mary, who was treasurer, said.

"It makes no difference," Jane said. "We didn't have enough to send anyone to camp anyway."

"I can't see the boys," Susan shouted. "Does anyone know when they went over that hill?"

"I think we are lost," Jane said. "The teacher warned us not to lose our way."

"I know where we were supposed to be," Mary said, "but I don't know where we are."

Suddenly Jane shouted. "I see James through those trees, and I think he sees us. Let's catch up with them." The girls ran down the path that wound along beside the river.

APPENDIX H

(8th) -17

1. He build a new house.
2. One of the men went to jail.
3. Mulroy is a fine man.
4. He see his mother every day.
5. I was disgusted with myself.
6. The children were alone in the house.
7. Suddintly the door stormed (stormed)
8. I couldn't go along with that.
9. I nearly lost my mind.
10. Mulroy's mother loves him.
11. I was ashamed of myself.
12. His teeth are loose.
13. Mulroy kicked him in the mouth.
14. He knows where the body is.
15. He hated to loose his teeth.
16. That is the last time I'll tell you.
17. General of my friends are crazy.
18. It makes no difference to me.
19. The judge sentence him to death.
20. He always studies his lesson.
21. She has no influence on me.
22. Do you mind if I do mine first?
23. I can't send my fine silver.
24. I asked him where he was going.
25. He has to many friends.
26. I don't think he seen mill.

27. Come, go along with me.
28. The year has passed quickly.
29. Never send a boy to do a man's job.
30. He passed the course this past semester.
31. Mulroy has had too much to drink.
32. The baby cries every night.
33. The time is passed for talking.
34. Mulroy owns a shot gun.
35. The car has a bent fender.
36. I wondered where you were.
37. ~~Jane's~~ mother has no son
38. Susan hated to study.
39. She cries every time she hears that song
40. I feel bad ~~to~~ today.
41. Some of the boys went to town.
42. Did you pass both test?
43. The weather is bad.
44. That book is mine.
45. John's feet are always cold.
46. I went along with the girls.
47. The branches of the tree were bare.
48. The ~~H~~ the goes steady with two boys.
49. Mulroy stole the sheep car.
50. I didn't know whether to laugh or cry.

1. He built a new house.
2. One of the men went to jail.
3. Mulroy is a fine man.
4. He sees his mother every day.
5. I was disgusted with myself.
6. The children were alone in the house.
7. Suddenly the door slammed.
8. I couldn't go ~~a~~ along with that.
9. I nearly lost my mind.
10. Mulroy's mother loves him.
11. I was ashamed of myself.
12. His teeth were loose.
13. Mulroy kicked in the mouth.
14. He knows where the body is.
15. He hated to lose his teeth.
16. That is the last time I'll tell you.
17. Several of my friends are crazy."
18. It makes no difference to me.
19. The judge sentenced him to death.
20. He always studies his lessons.
21. She has no influence on me.
22. Do you mind if I do mine first?
23. I can't find my fine silver.
24. I asked him where he was going.
25. He has too many friends.
26. I don't think he does well.

-8 2ND 6D

27 Come go along with me.
28. The year had pasted quickly
29. Miner send a boy to do a man's job.
30. He passed the course this past semester.
31. Mulroy has has too much to drink.
32 The baby cries every night.
33. The time is past for talking.
34. Mulroy owns a shotgun.
35. The Card has a dent in fender.
36 I wondered where you were.
37 Jane's mother has no sons
38. Susan hates to study.
39. She Cries every time she hears that song.
40. I feel bad today.
41. Some of the boys went to town.
42. Did you pass both tests.
43. The weather is bad.
44. That book is mine.
45. John feet are always cold.
46. I went along with the girls.
47. He knowledge the trees over here.
48 She goes steady with two boys.
49 Mulroy stole the sheep Cir
50 I didn't know I should to laugh or cry.

Set 1

Sec. 3

-55 480 n.d.

1. He build a new house.
2. One of the men went to jail.
3. Moroy is a fend man.
4. He see his mother everyday.
5. I was despised with myself.
6. The children were alone in the house.
7. Suddenly the door slam.
8. I couldn't go alone with that.
9. I nearly lost my mind.
10. Moroy mother love him.
11. I was ashame of myself.
12. His teeth were lose
13. Moroy kick him on the mouth.
14. He know where the body is.
15. He hated to lose his teeth.
16. That is the last time I slute you.
17. Several of my Freind are crazy.
18. It to make no dipference to me.
19. The Judge son him to death.
20. He always study his lesson.
21. She has no influence On me.
22. Do you mind if I do mind First.
23. I cant find my fend. Silver.
24. I Ask him where he was going.
25. He has so many Freind.

26. I dont think he see well.
27. Come go alive with me.
28. the year has past quickly.
29. Never to hard a boy to do a man Jobe.
30. he pass the course this pass semester.
31. Mary have had to much to drink
32. the baby cried every night.
33. the time is Past for talking.
34. Mary own a shat-gun.
35. the car has a bent fender.
36. I wonder where you were.
37. Some matter has no sun.
38. Susan hate to study.
39. She Cry every time she hear that song.
40. I feel bad today.
41 Some of the boy went to town.
42. Did you Pass Math test?
43. the weather is bad.
44. That book is weird.
45. John feet are always cold.
46. I went alive with the girls.
47. the Branches of the tree were bare.
48. Bibel go studied with to boy.
49. Mary State the Sherin Cars.
50. I didn't weather to laugh or Cry.
51.

Set 2

4 N.D.
-2925 D

1. He built a new house.
2. One of the men went to jail.
3. Mulray, is a fine man.
4. He sells his milk everyday.
5. I was disgusted with myself.
6. the children were alone in the house.
7. suddenly the door opened.
8. I couldn't go alone with that.
9. I nearly lost my mind.
10. Mulray, with the fine.
11. I was ashame of myself.
12. Ki test was bad.
13. Mulray, Kitch Ki is in the match.
14. He knows where the lady is.
15. He hated to lose his milk.
16. That is the last time I'll laugh.
17. General of my friends are crazy.
18. It make no different to me.
19. The judge fine Ken to death.
20. He always studied Ki lesson.
21. She has no influence on me.
22. Do you mines if I do mine first?
23. I can't tine my fine dinner.
24. I asked him where he was going in a
25. He has (too) many friends
26. I don't think he does well.

27. Come go alone with me.
28. the year has passed quickly.
29. Never Dend a boy to do a Mans job.
30. He Passed the Corner this past Minutes.
31. Mildred has had to much to drink.
32. the kiddy cries every night.
33. the time is past for eating.
34. Mildred owns a shotgun.
35. the Car has a heat gender.
36. I wonder where you were.
37. Gone mother has no Home.
38. Susan hates to study.
39. She Cries every time she hears that Song
40. I feel bad today.
41. Some of the boys went to town.
42. Did you Passed both tests?
43. the Mothers is bad.
44. that book is mine.
45. John feet are always cold.
46. I went along with the girls.
47. the branches of the tree were bare.
48. She goes Steady with two boys.
49. Mildred Rides the Diving Car!
50. I didn't know whether to laugh or Cry.

Set 1 -14 69

1. He built a new house.
2. One of the men went to jail.
3. Mulray is a fine man.
4. He sees his mother every day.
5. I was disgusted with myself.
6. The Children were alone in the house.
7. Suddenly the door slamed.
8. I Can't go alone with that.
9. I nearly lost my mind.
10. Mulray's mother loves him.
11. I was ashamed of myself.
12. His teeth were loose.
13. Mulray Kicked him in the mouth.
14. He knows where the body is.
15. He hated to loose his teeth.
16. That is the last time I'll tell you.
17. Several of my friends are Crazy.
18. It makes no difference to me.
19. The Judge sentenced him to death.
20. He also ways studies his lesson
21. He has no influence on me.
22. Do you mind if I do mind first. (?)
23. I Can't find my fine siver.
24. I asked him where he was going.
25. He has too many ~~fr~~ friends.
26. I don't think he see well.
27. Come go along with me.

28. The year has passed quickly.
29. Never send a boy to do a mans job.
30. He Passed the Course this Past semester.
31. Mulroy has had to much to drink.
32. The baby Cries very Night.
33. The time is Pasted for talking.
34. Mulroy owns a shot-gun.
35 The Car has a bent fender.
36 I wondered where you were.
37. Jans's mother has no sons.
38. Susan hates to study.
39. She Cries very time she hears that song.
40. I fel so bad today.
41. Some of the boys went to town.
42. Did you pass path test. ?
43. The weather is bad.
44. That book is mine.
45 John's feet are alway Cold.
46. I went along with the girls.
47. The branches of the tree were bare.
48. ~~That~~ She goes study with two boys.
49. Mulroy stold the Sheriff's Car
50 I didn't know Wether to laugh or Cry.

Art 2

100%

5-16-72

1. He built a new house.
2. One of the men went to jail.
3. Mulray is a fine man.
4. He see his mother everyday.
5. I was disgusted with myself.
6. The children were alone in the house.
7. Suddenly the door slammed
8. I can't go along with that.
9. I nearly lost my mind.
10. Mulray's mother loves him.
11. I was ashamed of myself.
12. His teeth were loose.
13. Mulray kicked him in the mouth.
14. He knows where the lady is.
15. He hated to lose his teeth.
16. That is the last time I'll tell you.
17. Several of my friends are crazy.
18. It makes no difference to me.
19. The judge sentenced him to death.
20. He always ~~studies~~ studies his lesson.
21. She has no influence on me.
22. Do you mind if I do mine first?
23. I can't find my fine silver.
24. I asked him where he was going
25. He has too many friends.

26. I don't think he sees well.
27. Come go along with me.
28. The year has passed quickly.
29. Never send a boy to do a man's job.
30. He passed the course this past semester.
31. Mubray has had too much to drink.
32. The baby Cries everynight.
33. The time is past for talking.
34. Mubray owns a shat gun.
35. The car has a bent fender
36. I wandered where you were.
37. Jane's Mother has no sons
38. Susan hates to study.
39. She Cries everytime she hears that song.
40. I feel bad today.
41. Some of the boys went to town.
42. Did you pass both tests?
43. The weather is bad
44. That book is mine.
45. John's feet are always cold.
46 I went along with the girls.
47. The branches of the tree were bare.
48. She goes steady with two boys.
49. Mubray stole the sheriff's car.
50. I didn't know whether to laugh or cry.